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ANNALS OF EDUCATION.

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NOTES OF VISITS TO EDUCATIONAL INSTITUTIONS OF
EUROPE. No. III.

THE Normal Schools alluded to in the article under this head, in the last number of the Journal, are all Church of England Training Schools, and most of the teachers sent out from them, teach in diocesan or parish schools connected with the Church of England.

The British and Foreign School Society has two excellent Normal Schools which we visited. These schools are conducted on the principles which govern the action of this society, viz: that of "promoting the education of the laboring classes of every religious persuasion." Mr. Wilkes, the Secretary and General Superintendent, very kindly explained to us the plan and daily work of these schools, and took us through the different rooms and departments of each.

The Borough Road Normal School, Southwark, has ample accommodations for one hundred young men and a full teaching staff for that number, though but about eighty have been in attendance the past year. The Normal department consists of two divisions, Seniors and Juniors, each division being

divided into two sections. We were present at examinations in both divisions, on school management, conducted by the Principal, Mr. Curtiss. The questions proposed were comprehensive and pertinent, and required a thorough acquaintance with the principles of education, and school organization and management, to be properly answered.

The answers which were mainly correct, were full and far removed from monosyllabic replies, or quotations from the words of a text-book. The members of this school have a thorough training in methods of teaching and school management, in connection with observation and practice in the model and practicing schools in the same building. In these schools, there are 563 boys and 375 girls, under the immediate supervision of Mr. Langhton, the head master, who constantly inspects the normal students in all their proceedings in the practicing schools. We saw class recitations in these schools conducted by assistants, pupil teachers, and normal students. The questioning was pointed and spirited, and the answers usually prompt and accurate. The practicing school is arranged on the tri-partite system, with divisions, drafts and sections to correspond.

The Normal School at Stockwell is pleasantly situated, and the premises are very complete in their arrangements. This school provides for one hundred young women, who board in the school buildings and do most of the domestic work, such as preparing the meals, &c. A course of lessons is given each year on domestic economy, including the laws of health, the nature of the food and its preparation, and other topics of a similar nature. The professional instruction is similar to that given at the Borough Road Normal School. The model and practicing schools contain 190 girls and 120 infants. We saw in the infant department a fine example of the "Kinter Garten" system of instruction. This system as pursued at this school, not only gives an interesting variety to the school exercises, but is a valuable means of training for the eye and hand. The Stockwell Normal, Model and Practicing schools occupy buildings which are nearly new, and which were planned by Mr. Wilkes, the Superintendent.

There are some excellent features introduced in the arrangements of the buildings and grounds, which we have not seen in any other place.

We had letters of introduction to the Rev. John Scott, Principal of the Wesleyan Training College, and through his kindness, and the courtesy of the Secretary and masters, we had a favorable opportunity to study the plans and witness the operations of this excellent institution. This College, which is at the Horse Ferry Road, Westminister, is but a short distance from the Houses of Parliament and Westminister Abbey. There were 128 students in the training department; 66 males, and 62 females; 70 of these entered the present year. The practicing and model schools consist of the infant's school, with an average attendance of 162; the junior, average attendance, 177; girls' school, average attendance, 186; senior, average attendance, 138; and model school, average attendance, 145. By means of these schools a large amount of professional instruction is secured to the members of the college. We cannot give an idea of the general plan adopted in this institution better than by quoting a paragraph from an address of the Principal, Mr. Scott, given at the commencement of the session, for 1866:

"In its first organization it was determined to adopt what was then called the Glasgow System, rather than any other, because it dealt directly with *mind*, and made the intellectual and moral *training* of the children the distinguishing feature of the school process. On this ground, we remain to the present. Hence the erection of galleries in our schools, the assembling daily of all the children for collective lessons, by which, instead of the dry didactic method of telling them everything by book lessons, knowledge is introduced into their minds by questions which exercise their thought, while they give them possession of the ideas; and then, as a further exercise of their intellectual powers, other questions are put to ascertain that the ideas have been received, and can be clearly reproduced. * * * * Instead of the old, crabbed method of setting the infant hard lessons as tasks to be learned by heart, lessons now, gently opening the understanding,

unfolding its powers, and genially exciting the fancy and the feelings, are orally addressed ; thought it thus elicited, and the mind is furnished with ideas and pictures on which the child feels it a pleasure to think."

We were present during two scripture lessons, one given to a class quite young, about Jesus ; the other, to an elder class on the Life of Joseph. Both were characterized by thoroughness of preparation on the part of the teacher, who seized hold of a few points, and in a pleasing manner brought them to the understanding of the child. In other departments we witnessed the method of conducting exercises in grammatical and arithmetical analysis, reading, spelling, dictation and vocal music. The methods of class instruction in the normal department were similar to those already described as employed in other training colleges.

We were indebted to Prof. Lonsdale, Fellow of Balliol College, Oxford, and Professor in King's College, for a pleasant visit to the latter institution, and for much information respecting the plan and operation of similar institutions in England. King's College has a Theological and Medical Department, each under the charge of able instructors. In the Department of General Literature and Science, there is a general section, with a course of education, comprising Religious Instruction, the Greek and Latin classics, Mathematics, Modern History, French Literature and Language, and German Literature and Language ; and an Oriental Section, with a course comprising the Sanscrit and Arabic Language and Literature, Bengali, Tamil, Telugu, Hindustani, Marathi, Gujarati, English and Roman Law and Jurisprudence, Mahomedan and Hindu Law, Jurisdiction and procedure of the Indian Law Courts and Courts in England, and Political Economy.

In the Department of General Instruction in the Applied Sciences, the course embraces Religious Instruction, Mathematics, the different departments of Natural Science, Engineering, Surveying, and the usual subjects of a scientific school, and in addition, instruction in the art and scientific principles of Photography, in a glass house with commodious developing

rooms erected for the purpose, and instruction in manufacturing art and machinery in the engineering workhouse. The workshops are fitted up with engines, lathes, forges, benches and all necessary implements for the students who are admitted at certain hours, to receive instruction from the Superintendent and experienced workmen. Several students were at work at the forges and benches, and we saw tools and engines manufactured entirely by the students which seemed as perfect as those made in the best manufactories.

In the evening classes, about seven hundred students were in attendance the last year. The course of instruction embraces thirty different subjects, including Divinity, Latin, Greek, French, German, Italian, Spanish, Portugese, and most of the studies of the scientific department, in addition to a thorough English course. Day and evening students can enter such classes as they choose, and perfect themselves in any particular subject without being compelled to take any number of subjects, or all in course.

The King's College School, which is in the same building as the other departments, has two divisions: one of classics, mathematics, and general literature, and the other of modern instruction. The faculty of the school consists of a Head Master, Vice Master, six Masters, twelve Assistant Masters, and two Professors in Drawing. Boys are admitted to this school from nine to sixteen years of age. They must be present four days in a week from 9 to 3 o'clock, on Wednesday from 9 to 1, and on Saturday from 9 to 12. A sufficient time, at 1 o'clock, is allowed for lunch which is provided in the college at a regulated price.

Those who have read in Lamb's Works the account of "Christ's Hospital Five and Thirty Years Ago," will remember some of the peculiarities of an institution which we have not space here to describe.

It is a large endowed school founded by Edward VI, and has an annual revenue variously given as 50,000 to 75,000 pounds sterling. It is more popularly known as the "Blue Coat School" from the peculiar costume of the boys. This consists of a long blue coat in shape like that of a monk, with

short breeches, yellow stockings and low shoes. We believe that caps are provided but we never saw one worn, and we frequently saw the boys, both at play and in the streets of London. We presented our letter of introduction just as the school was assembling after the midday recess. We received a cordial welcome and were shown all parts of the school. Some of the recitation rooms were large, three or four classes reciting in the same room at once, while others were suitable for a single class. The seats were long forms with desks before them. In several classes, we noticed that the boys, instead of occupying the seats for the purpose intended, mounted the desks and used the seats as footstools. The noise and apparent confusion might appear unpleasant to one accustomed to the order and precision of some American schools, but it seemed to cause no disturbance there. The recitations in arithmetic, history and reading which we heard were very fair, but confined closely to the text-book, or the formula given by the teacher. The teachers all wore their hats during the recitations, but this practice is not peculiar to this school. We were shown the kitchen where the food is prepared, and the steward requested us to taste the bread and cheese to see if they were not good enough for any school. We judged from remarks between the steward and the assistant, who was formerly a scholar here, that some complaints were made now as well as in the time of Charles Lamb. The great hall, where we afterwards saw the boys at dinner, is 187 feet long, 51 feet broad, and 47 feet high. The dormitories, passage ways and play grounds are all kept scrupulously neat. This school supports and educates over sixteen hundred boys, about eight hundred of whom live in the building on Newgate street.

Another large school which interested us much was the Jews' Free School, Spitalfields, where twelve hundred boys and eight hundred girls are registered. This school is aided by the personal influence and contributions of the Rothschilds: Sir Anthony Rothschild being president, and three others of the name are on the committee. The rooms are pleasant, neatly furnished and well supplied with maps, dia-

grams and other appliances. The lowest divisions both of boys' and girls' schools are taught on the simultaneous system; the highest division of each school, in separate class rooms, and the intermediate in what are termed the "great school rooms," which are part of the time divided by groups of curtains into a dozen or more class rooms.

UNIVERSITY REFORM.

EXTRACT FROM AN ADDRESS TO THE ALUMNI OF HARVARD, AT
THEIR TRIENNIAL FESTIVAL, JULY 19TH, 1866.

WHAT is a university? Dr. Newman answers this question with the ancient designation of a *Stadium Generale*,—a school of universal learning. "Such a university," he says, "is in its essence a place for the communication and circulation of thought by means of personal intercourse over a wide tract of country."* Accepting this definition, can we say that Harvard College, as at present constituted, is a University? Must we not rather describe it as a place where boys are made to recite lessons from text-books, and to write compulsory exercises, and are marked according to their proficiency and fidelity in these performances, with a view to a somewhat protracted exhibition of themselves at the close of their college course, which, according to a pleasant academic fiction, is termed their "Commencement?" This description applies only, it is true, to what is called the Undergraduate Department. But that department stands for the College, constitutes the College, in the public estimation. The professional schools which have gathered about it are scarcely regarded as a part of the College. They are incidental appendages, of which, indeed, one has its seat in another city. The College proper is simply a more advanced school for boys, not differing essentially in principle and theory from

* *The Office and Work of Universities*, by John Henry Newman.

the public schools in all our towns. In this, as in those, the principle is coercion. Hold your subject fast with one hand, and pour knowledge into him with the other. The professors are task-masters and police-officers, the President the chief of the College police.

Now, considering the great advance of our higher town schools, which carry their pupils as far as the College carried them fifty years ago, and which might, if necessary, have classes still more advanced of such as are destined for the university, I venture to suggest that the time has come when this whole system of coercion might, with safety and profit, be done away. Abolish, I would say, your whole system of marks, and college rank, and compulsory tasks. I anticipate an objection drawn from the real or supposed danger of abandoning to their own devices and optional employment boys of the average age of college students. In answer, I say, advance that average by fixing a limit of admissible age. Advance the qualifications for admission; make them equal to the studies of the Freshman year, and reduce the college career from four years to three; or else make the Freshman year a year of probation, and its closing examination the condition of full matriculation. Only give the young men, when once a sufficient foundation has been laid, and the rudiments acquired, the freedom of a true University,—freedom to select their own studies and their own teachers, from such material, and such *personnel*, as the place supplies. It is to be expected that a portion will abuse this liberty, and waste their years. They do it at their peril. At the peril, among other disadvantages, of losing their degree, which should be conditioned on satisfactory proof that the student has not wholly misspent his time.

An indispensable condition of intellectual growth is liberty. That liberty the present system denies. More and more it is straightened by imposed tasks. And this I conceive to be the reason why, with increased requirements, the College turns out a decreasing proportion of first-class men. If the theory of college rank were correct, the highest marks should indicate the men who are to be hereafter most conspicuous,

and leaders in the various walks of life. This is not the case,—not so much so now as in former years.

The rudiments of knowledge may be instilled by compulsory tasks ; but to form the scholar, to really educate the man, there should intervene between the years of compulsory study and the active duties of life a season of comparative leisure. By leisure I mean, not cessation of activity, but self-determined activity,—command of one's time for voluntary study.

There are two things which unless a university can give, it fails of its legitimate end. One is opportunity, the other inspiration. But opportunity is marred, not made, and inspiration quenched, not kindled by coercion. Few, I suspect, in recent years, have had the love of knowledge awakened by their college life at Harvard,—more often quenched by the rivalries and penalties with which learning here is associated. Give the student, first of all, opportunity ; place before him the best apparatus of instruction ; tempt him with the best of teachers and books ; lead him to the fountains of intellectual life. His use of those fountains must depend on himself. There is a homely proverb touching the impossibility of compelling a horse to drink, which applies to human animals and intellectual draughts as well. The student has been defined by a German pedagogue as an animal that can not be forced, but must be persuaded. If, beside opportunity, the college can furnish also the inspiration which shall make opportunity precious and fruitful, its work is accomplished. The college that fulfils these two conditions—opportunity and inspiration—will be a success, will draw to itself the frequency of youth, the patronage of wealth, the consensus of all the good. Such a university, and no other, will be a power in the land.

Nothing so fatal to inspiration as excessive legislation. It creates two parties, the governors and the governed, with efforts and interests mutually opposed ; the governors seeking to establish an artificial order, the governed bent on maintaining their natural liberty.

* * * * *

The question has been newly agitated in these days, whether

knowledge of Greek and Latin is a necessary part of polite education, and whether it should constitute one of the requirements of the academic course. It has seemed to me that those who take the affirmative in this discussion give undue weight to the literary argument, and not enough to the glossological. The literary argument fails to establish the supreme importance of a knowledge of these languages as a part of polite education. The place which the Greek and Latin authors have come to occupy in the estimation of European scholars is due, not entirely to their intrinsic merits, great as those merits unquestionably are, but in part to traditional prepossessions. When after a millenial occultation the classics, and especially, with the fall of the Palæologi, the Greek classics burst upon Western Europe, there was no literature with which to compare them. The Jewish Scriptures were not regarded as literature by readers of the Vulgate. Dante, it is true, had given to the world his immortal vision, and Boccaccio, its first expounder, had shown the capabilities of Italian prose. But the light of Florentine culture was even for Italy a partial illumination. On the whole, we may say that modern literature did not exist, and the Oriental had not yet come to light. What wonder that the classics were received with boundless enthusiasm! It was through the influence of that enthusiasm that the study of Greek was introduced into schools and universities with the close of the fifteenth century. It was through that influence that Latin, still a living language in the clerical world, was perpetuated, instead of becoming an obsolete ecclesiasticism. The language of Livy and Ovid derived fresh impulse from the reappearing stars of secular Rome.

It is in vain to deny that those literatures have lost something of the relative value they once possessed, and which made it a literary necessity to study Greek and Latin for their sakes. The literary necessity is in a measure superseded by translations, which, though they may fail to communicate the aroma and the verbal felicities of the original, reproduce its form and substance. It is furthermore superseded by the rise of new literatures, and by introduction to

those of other and elder lands. The Greeks were masters of literary form, but other nations have surpassed them in some particulars. There is but one Iliad, and but one Odyssee ; but also there is but one Job, but one Sakoontalà, but one Hafiz-Nameh, but one Gulistin, but one Divinia Commedia, but one Don Quixote, but one Faust. If the argument for the study of Greek and Latin is grounded on the value of the literary treasures contained in those tongues, the same argument applies to the Hebrew, to the Sanscript, to the Persian, to say nothing of the modern languages, to which the College assigns a subordinate place.

But, above all, the literary importance of Greek and Latin for the British and American scholar is greatly qualified by the richness and superiority of the English literature which has come into being since the Graecomania of the time of the Tudors, when court ladies of a morning, by way of amusement, read Plato's Dialogues in the original. If literary edification is the object intended in the study of those languages, that end is more easily and more effectually accomplished by a thorough acquaintance with English literature, than by the very imperfect knowledge which college exercises give of the classics. Tugging at the Chained Prometheus, with the aid of grammar and lexicon, may be good intellectual discipline, but how many of the subjects of that discipline ever divine the secret of Æschylus's wonderful creation, or receive any other impression from it than the feeling perhaps that the worthy Titan's sense of constraint could hardly have been more galling than their own.

Give them Shakspeare's Tempest to read, and with no other pony than their own good will, though they may not penetrate the deeper meaning of that composition, they will gain more ideas, more nourishment from it, than they will from compulsory study of the whole trio of Greek tragedians. And if this be their first introduction to the great magician, they will say, with Miranda,

"O, wonder !
How many goodly creatures are there here !
O brave new world,
That has such people in it !"

The literary argument for enforced study of Greek and Latin in our day has not much weight. What I call the glossological argument has more. Every well educated person should have a thorough understanding of his own language, and no one can thoroughly understand the English without some knowledge of languages which touch it so nearly as the Latin and the Greek. Some knowledge of those languages should constitute, I think, a condition of matriculation. But the further prosecution of them should not be obligatory on the student once matriculated, though every encouragement be given and every facility afforded to those whose genius leans in that direction.—*Atlantic Monthly.*

RESPONSIBILITY OF THE TEACHER.

EDUCATION taken in its comprehensive sense as including not only the development of the human mind by drawing out and disciplining its faculties, but also the enlightening of the understanding and instruction in the principles of art, science, morals and religion, is the great work of this world, the one in which every human being is more or less interested, and for which the world itself is prepared as the great lesson chamber of the soul.

All nature and art, laws and customs, trades and professions, social intercourse and civil polity, study, reading and travel are instrumentalities, each contributing something to the civilization and enlightenment of the race, by the discipline and enlightenment of each individual mind. All persons are in turn pupils and teachers, and the final result of all intuitions, disciplines, and acquisitions is individual character. The inquiry often arises, what in all this multifarious work is the professional teacher's part? How far is he responsible for the results; for the physical, intellectual or moral condition of society?

In this country at least, his work is not that of the nursery. It does not include the various trials and watchfulness which

relate exclusively to infancy. This is the parent's work ; a work requiring great wisdom, uncommon prudence and constant watchfulness. It is an important work, affecting the whole future existence of the individual, and the vital interests of society, but the teacher is not to be held responsible for it ; nor is he to enter the school room, mourning over the child's ignorance and wickedness as the consequence of parental neglect, and feel that he must be accountable for the natural effects of this neglect.

The home training of the child even in school life is not a part of the teacher's work. There are, it is true, duties and responsibilities connected with the domestic life of the child, varied and constant, and increased by every awakening faculty, but these rest primarily upon the members of the family. The influences of the home are felt in the schools, are seen in the streets, in every place in society ; they effect business, enjoyment, and the civil and social life of the nation, but the professional teacher is not responsible for them except in boarding schools or circumstances where he voluntarily assumes the home department of education and professes to provide home training for the child, and even there, no teacher can exactly take the parents' place and assume his responsibility. Neither is the teacher responsible for that part of the educational work which relates to provision for the support and continuance of the public school. Children may suffer physically, intellectually and morally from the ignorance, stupidity or perverseness of society ; they may be deprived of those facilities which invention and discovery have provided, and good judgment has approved, as aids in right culture, but the teacher is not necessarily responsible. It is not his duty to build school houses, enclose grounds, provide books and apparatus, and, as a teacher, he is not responsible for the injury which may result to the school on account of neglect of school officers or community to provide proper facilities. In all these particulars, the teacher, from his own peculiar position or relations, may have an influence which he should exert for good ; he may suggest improvements and advise as to the means to be employed, and

as a citizen, by his speech and his vote do all in his power to secure all the help desirable for schools, but these are not his professional duties.

The teacher's work is supplementary. He is to take the child from the hands of the parent, to continue the education already commenced, if right, and if wrong, to correct as far as possible the errors of the past, to uproot the germs of evil, and to implant instead, the seeds of truth and goodness. Without including any part of the parent's duties, the work is a comprehensive one. It embraces not simply the recitations and government of a school room, but the training of the intellectual and moral powers of the pupils to prompt, certain and right action, the uplifting of a generation from feebleness and ignorance to strength and wisdom, bringing all into a true comprehension of the duties, interests and work which are to be theirs. The children of the school are not only to be trained to good scholarship, but are to be prepared to take in charge the great interests of society, her literature, art, science, government, and religious forms, to hold in trust the treasures of the past and also improve these for the promotion of a higher civilization, a nobler nationality, and a purer Christianity.

The teacher is to a great extent responsible for all this. He needs to be able to understand the workings of the human mind, its capabilities, and its possible future, and to feel with God's help, he is so to educate it that it shall be fitted for all of duty and lesson here, and for all of happiness hereafter which proper education can give. The work is certainly a noble one, and may well enlist the highest powers, inspire the loftiest genius, and fire the noblest soul with enthusiasm.

A FEW THOUGHTS ON THE "EDUCATIONAL PROBLEM."

EXTRACT FROM AN ADDRESS OF E. E. WHITE OF OHIO.

THE principles which I have thus tried to elucidate, have a practical exemplification in this day's exercises. The roots of all that we have heard and been delighted with, run back

under the soil of years of disciplinary culture and training. The graduating essay is but the resultant of preceding lessons and native talent. What these pupils are in thought, feeling, impulse and purpose, is the fruit of every preceding hour's wrestling with truth, of every past self-denial, of every self-conquest, of every cherished aspiration and endeavor. Here is every hour's patient instruction of these faithful teachers, every word of good counsel, every reproof, every admonition. Nothing has been lost. It is all here, if not in actual fruit, in blossom, or bud, or in life-bearing power. And the influence and success of these pupils as they shall go out from this school into the school of life, will be modified, if not actually determined, by the long succession of duties and privileges which this day terminates. The tree does not bend beneath its burden of luscious fruit as the result of a single day's sunshine, but rather as the rich product of the continued and costly nurture of years of sun, and dew, and shower. Not a ray of sun-light has played over it, not a rain-drop or dew-drop has jeweled its leaves, not a breeze has swayed its branches, without contributing to the burden of glory which now crowns it. So in life. The successful performance of the simplest of to-day's duties may place under tribute a whole life time of preparation; and tomorrow's failure may date back to childish stumbles over the alphabet or to the early stiflings of conscience respecting what may have seemed to be trivial departures from the line of duty. Men do not gather grapes from thorns nor figs from thistles; nor is success in the emergencies of life the fruit of intellectual and moral emptiness. "If we expect our drafts to be honored in a crisis," says one, "there must have been the deposits of a punctual life."

The doctrine which I have presented, also teaches that the true value of school training is not measured by the amount of actual and available knowledge treasured up by the graduate—and this is true in business as well as professional life. A knowledge of the facts and principles related to each specific duty of life is very important, but higher than this is that developed strength and ability, that power of discern-

ment and application, which can change the dead facts of knowledge into the living realities of human action and endeavor. Knowledge may guide and enlighten, but discipline gives strength of soul, self-poise, grasp, inspiration—and these, be it remembered, are the lucky winners of success in all the conflicts of life.

"You must ever bear in mind," says Carlyle in his recent address to the students of Edinburgh University, "that there lies behind that [particular and technical knowledge] the acquisition of what may be called wisdom—namely, sound appreciation and just decision as to all the objects that come round about you, and the habit of behaving with justice and wisdom."

Unquestionably the right application of the facts of knowledge in the conduct of life is the highest fruit of educational training. "The problem which comprehends every other problem," says Spencer, "is the right ruling of conduct in all directions under all circumstances." The ability, the soul-power, thus to rule one's conduct, which Carlyle calls wisdom,—a result it may be of knowledge, or rather of its acquisition—is as superior to the facts of knowledge as the workman is above his tools. "Wisdom," says Solomon, "is the principal thing: therefore get wisdom; and with all thy getting, get understanding."

Now wisdom is the enduring result of study and instruction. The facts of knowledge acquired at school may be forgotten, that is, they may fade from memory's conscious tablet, but they are absorbed, if I may so speak, by the mind becoming in a sense a part of it. In ceasing to be conscious knowledge they may become wisdom. The apprehension of truth not only sheds a new light upon all truth, and especially all cognate truth, but it begets an increased power of discernment and multiplies the means of discerning. In other words a search after truth not only imparts to the mind increased strength and vigor, but the truth when acquired creates a power of search in this direction, a quickness of apprehension, which may not inappropriately be called *understanding*.

The man who has devoted years to the study of law, has, as a result of such study, a new power of legal discernment, an acumen, a legal sense, if you please, which gives him increased wisdom in weighing legal questions,—and this may be true though he is not able to recall the verbal statement of a single fact or principle of law that he has ever read.

The facts of chemistry, geology, and natural philosophy, which the majority of these graduates will ever directly and consciously use, may be printed upon the fly-leaf of their text-books in each of the sciences named, but it by no means follows that the time spent in these sciences has been lost. The habit of scientific thought and investigation, the intellectual vision, the soul-power secured through their mastery,—these remain as the practical fruit and power, the accumulated treasure of school life. Thus we see the wisdom of the remarkable saying of Malebranche, "If I held truth captive in my hand, I should open it and let it fly in order that I might again pursue and capture it." The true measure of study is soul-power.

But it is in the direction of moral influence that these principles have their fullest application. There can be no greater mistake than to suppose that influence and character can long be divorced. We might as well attempt to divide the stream from the fountain. The one is the complement or rather the necessary consequence of the other. Where genuine character is wanting there will also be missed the irresistible charm and power of indwelling goodness and manliness.

Addison, in one of his allegories, describes a conflict for dominion between Truth and Falsehood. As Truth with her shining attendants entered the mythical regions of Falsehood, the dazzling light which emanated from her presence more like a huge phantom than substance; and as Truth approached still nearer, Falsehood with her retinue vanished and disappeared as the stars melt away in the brightness of the rising sun.

We have in this allegory a beautiful illustration of the source of that marvelous charm, that almost resistless influ-

ence, which flows, albeit unconsciously, from an exalted, noble character. Men do not become influential by the passage of a resolution. Back of the outward semblance there must be the indwelling substance. Our words must bear the stamp of the spirit. It has been truly said that "not the most eloquent exhortations to the erring and disobedient, though they be in the tongues of men and angels, can move mightily upon the resolutions of men, till the nameless, unconscious, but infallible presence of a consecrated heart lifts its holy light into our eyes, hallows our temper and breathes its pleading benedictions into our tones, and authenticates our entire bearing with its open seal. Let us remember that the source of our real influence in life is our genuine personal substance.—*Ohio Ed. Monthly.*

RESIDENT EDITOR'S DEPARTMENT.

UNIVERSITY REFORM.—We commend to the attention of our readers the article in this number entitled University Reform. It is an extract from the oration delivered at the meeting of the Harvard Alumni, by Dr. Hedge. The whole oration is in the September number of the Atlantic Monthly and is worthy of a careful perusal. Though all educators may not agree in the positions taken, the suggestions may lead teachers and others to consider the subject in a new light.

EDUCATIONAL INTEREST.—We hear in almost every direction of the increasing interest in Common Schools. The termination of the war left the friends of education at liberty to direct their energies to the improvement of Common Schools, and from New England, the Middle States, the West, and from some places at the South, we learn of large appropriations of money for school buildings; of increased attendance; of additions to school libraries and apparatus; of more extended provision for the education of teachers in Normal Schools and at Teachers' Institutes, and of a ready response to the recommendations of school superintendents.

Private schools and seminaries in many localities are also opening full, and the inquiries for good schools and good teachers indicate an increasing demand for good education in almost all parts of the country.

We are glad to learn that our old friends Brownell and Boardman of New York, for the American Apparatus Company, and A. H. Andrews, and G. & C. W. Sherwood of Chicago, all from Connecticut, are selling large quantities of School Apparatus, furniture and maps. We believe few houses have increased more steadily and rapidly in this business than that of A. H. Andrews. His friends at the East will be glad to know that he is so successful. His energy and upright dealing have gained for him the confidence of teachers, school officers and dealers.

LOCAL AND PERSONAL.

BIRMINGHAM.—Several changes have been made in the corps of teachers of the graded school in this village. Mr. Belden has been appointed Principal in the place made vacant by Mr. Wright's resignation. We hope that the high character of this school is still to be maintained.

MERIDEN.—The vote to establish a town high school has been rescinded. The Corner district have voted to build a new house for the graded school in that district. The very rapid growth of this town demands largely increased school accommodations.

HARTFORD.—At a town meeting held in this place in September, it was voted that it was *not* expedient to consolidate the districts under the laws of the late Legislature. There was quite a difference of opinion as to the advisability of this scheme, among the active friends of education.

The great excellence of the schools under the present system, led many to oppose any change. No place in the State has been better supplied with good teachers than the city of Hartford, and no place has retained its teachers so long, continuously, as this.

The schools are well attended now.

The Christmas Term of Trinity College opened Sept. 13th. The number of admissions is unusually large.

WATERBURY.—Prof. H. B. Buckham, formerly of the Normal School, and more recently of Vassar Female College, has been appointed Principal of the High School of this city, and has entered upon his duties. His friends in Connecticut will be glad to welcome him back to this State.

BROOKLYN, N. Y.—James Cruikshank, LL. D., has been appointed Assistant Superintendent of schools, Brooklyn. Mr. Cruik-

shank has for many years been the editor of the New York Teacher, and active laborer in different departments of the Educational work of the State of New York. He will be a valuable co-laborer with the present efficient Superintendent, J. W. Bulkley, Esq.

The schools of Brooklyn have been greatly improved within the past ten years, and some of them now rank among the best in the country.

MICHIGAN.—Prof. D. J. Mayhem has been appointed Principal of the State Normal School. This is a very wise appointment. Prof. Mayhem was for a time the Principal of the Model School and afterwards Professor of Natural Science in the Normal School. Since the resignation of Prof. Welch he has been acting Principal of the latter school, and is well fitted to fill this office.

PENNSYLVANIA.—Prof. J. P. Wickersham, late Principal of the Normal School at Millersville, has been appointed State Superintendent of the schools of this State. Prof. Wickersham's service as County Superintendent, his long experience at the head of one of the largest Normal Schools, and his thorough acquaintance with common schools and with teachers, make him especially fitted for this position.

BROWN.—M. T. Brown, Esq., formerly Principal of the Webster School, New Haven, has been appointed Professor of Elocution in Tufts College. Mr. Brown is a successful teacher in this department, and he will be an accession to the College.

LEWIS.—Rev. A. N. Lewis, late Superintendent of the schools of Waterbury, and Principal of the High School, has purchased the school building in Woodbury, formerly occupied by Mr. Hulse, and fitted it up for a private school.

ODELL.—Mr. Thomas Odell, a member of the last graduating class of the Normal School, has been appointed Principal of the Town graded school, New Britain. We are confident that Mr. Odell will carry an earnest purpose to this new position, and will strive to improve this important school.

PORTER.—The former pupils of Mrs. Jane A. Porter will be glad to learn that she had a pleasant voyage from New Orleans to Liverpool. When we saw her in the latter place in August, she was expecting soon to sail for Calcutta with her husband, in the ship of which he is master.

WRIGHT.—Charles H. Wright, for some years Principal of the graded school, Birmingham, has resigned and left for Vineland, N. J.

Mr. Wright has for many years been a very successful teacher in the higher departments of the Common Schools of Greenwich and Birmingham, and he will leave many pupils and friends to regret his departure from the State.

EDUCATIONAL MEETINGS.

We were not in America at the time of the annual meetings of the principal Educational Associations, but learn from friends who were present at these meetings, that they were full of interest.

The AMERICAN INSTITUTE OF INSTRUCTION held its thirty-seventh annual meeting in Burlington, Vt., commencing Aug. 7th, and continuing through the 9th. Addresses or lectures were given by Rev. Milo C. Stebbing of Springfield, on "*Practicality*"; Prof. J. S. Tyler of Amherst College on "*Socrates as a Model Teacher*"; and Hon. George F. Edwards of Vermont, on "*Learning the principal safeguard of Liberty and Order*." Considerable time was given to the discussion of questions and topics relating directly to schools and education.

William E. Sheldon, Boston, was appointed President; Charles A. Morrill, Boston, Recording Secretary; T. D. Adams, Newton, Mass., and J. J. Ladd, Providence, R. I., Corresponding Secretaries; and Granville B. Putnam, Boston, Treasurer, with twenty-seven Vice-Presidents, those from Connecticut being Henry Barnard, Hartford; Ariel Parish, New Haven; Charles Northend and David N. Camp, New Britain; Henry E. Sawyer, Middletown, and Emory F. Strong, Bridgeport.

The NATIONAL ASSOCIATION OF SCHOOL SUPERINTENDENTS held its annual meeting in Indianapolis, Aug. 13th, and the AMERICAN NORMAL SCHOOL ASSOCIATION met in the same place on the 14th of the same month. We have not obtained reports of either of these meetings.

The annual meeting of the NATIONAL TEACHERS' ASSOCIATION was held in Indianapolis, August 15th, 16th, and 17th. From the account of the meeting found in the papers and educational periodicals, we judge that it was well attended by teachers and the friends of Education, and that the different papers and discussions awakened much interest.

The annual address was delivered by the President, Prof. J. P. Wickersham of Pennsylvania. A lecture was given by Rev. Jesse

H. Jones, of New York, on "*The Psychology of St. Paul*"; and papers read by Hon. W. R. White, of West Virginia, on "*The Educational Needs of the Border States*"; by Prof. Phelps, Minnesota, on "*The Duties of an American State in respect to Higher Education*"; by Hon. A. Hosford, of Michigan, on "*The Relations of the National Government to Education*"; by Prof. W. P. Atkinson, of Massachusetts, on "*The Study of the Classics in our Colleges*"; and by Hon. E. E. White, of Ohio, on "*School Supervision*." These and some other topics were also discussed by the Association.

The annual meeting of the PENNSYLVANIA STATE TEACHERS' ASSOCIATION was held at Gettysburg, July 31st. A large number of Teachers were in attendance, and the meeting was an unusually interesting one.

The NEW YORK STATE TEACHERS' ASSOCIATION held its annual meeting at Geneva, in August, and as usual, gathered together a large number of the veteran teachers of the Empire State.

The MASSACHUSETTS STATE TEACHERS' ASSOCIATION is to hold its annual meeting at the Tremont Temple, Boston, commencing the 11th of October.

STATE TEACHERS' ASSOCIATION.—We learn that the next Annual Meeting of this Association is to be held in Middletown, commencing Thursday evening, Oct. 25th, and continuing through Friday and Friday evening. Notice of the addresses and other exercises, and of railroad arrangements will be published in the daily papers, and be given by circulars before the time of meeting.

The meeting is appointed at a favorable time, and we believe that Middletown will give the Association a warm welcome. The other meetings of the Association which have been held in Middletown, have been well attended and full of interest. Let the next one surpass them all.

THE JOURNAL.—The next number of the Journal will not be issued till after the meeting of the State Association, and will contain the proceedings of that Association.

The post office address of the present editor is David N. Camp, St. John's College, Annapolis, Md., but communications for the pages of the Journal will be received if addressed to the "Editor," New Britain, or they may be directed to him by name at Annapolis, for the next month.

We would call the attention of our readers to the advertisement of Eaton's Arithmetics. These books are strongly recommended by teachers and School Visitors who have used them, and we believe are giving general satisfaction.

REPORTS.

Annual Report of the School Committee of Boston for 1865.—An extract from this report was published in the last number of the Journal. The whole volume is filled with valuable suggestions and statistics. Besides the annual reports of the committee, it contains the tenth and eleventh semi-annual reports of Hon. John D. Philbrick, Superintendent, a report of the committee on music, an account of the Annual School Festival, and of the dedicatory services at the opening of the Prescott Grammar School House, reports of the High Schools and rules and regulations for all the schools.

Forty-Seventh Annual Report of the Public Schools of Philadelphia.—We are indebted to George W. Felter, Esq., Principal of the Girls' High and Normal School, for this report. We have already given the principal statistics in a notice of the schools of Pennsylvania. The report gives a full account of the schools in different sections of the city. The reports of the Boys' High School and Girl's High and Normal School show that these schools are in a prosperous condition.

First Biennial Report of the Superintendent of Public Instruction of the State of California, for the years 1866 and 1865.—This report of Mr. Swett presents the condition of the public schools of California in a very favorable light. It shows a large increase in the number of schools and the number of children attending them, and also in the means provided for the support of schools. We condense the following from the report. Whole number of white children between four and eighteen years of age, 95,067; whole number enrolled on public school registers, 50,089; average number belonging to public schools, 33,706; average daily attendance, 29,542; percentage of average daily attendance on the average number belonging to the schools, 88; per centage of average daily attendance on the whole number enrolled, 59; average number of months during which schools were maintained, 7.36; per centage of tardy pupils on the average daily attendance, 8.8; number of primary schools, 324; number of intermediate schools, 43; number of grammar schools, 44; number of high schools, 6; number of ungraded schools, 530; number of new school houses erected, 102; number of school houses which disgrace the State, 149; whole number of school districts, 821; number which have raised a district tax, 108; number of male teachers employed, 603; number of female teachers, 552; average monthly wages of male teachers, \$74; of female teachers, \$62; both payable in gold.

We believe no other State in the Union pays its teachers so liberal salaries as California. This report of Superintendent Swett is a valuable document, filled with important statistics and suggestions.

Eleventh Annual Report of the City Superintendent of Schools of Brooklyn, New York.—We have here condensed into ninety-four pages, the statistics of the Brooklyn public schools, and also many valuable suggestions in relation to truancy, school discipline, oral instruction and object lessons, moral culture, and other topics important to the parent and educator.

The total school population in the city is 108,099; number registered in twenty-eight districts Sept. 30th, 25,508; number registered in schools having no district boundaries, 4,671; whole number day schools, 102; number of evening schools, 14; whole number of pupils in all the schools, 59,721; number of male teachers in day schools, 27; number of female teachers in day schools, 511; number of male teachers at evening schools, 24; number of female teachers in evening schools, 50. The average number of teachers employed in all the public schools, including the asylums and the colored schools, 636.

We have also received the following catalogues from which we glean the statistics accompanying each. *Seventh Annual Catalogue of the University of Chicago, 1865, '66.* Summary: Seniors, 8; Juniors, 11; Sophomores, 15; Freshmen, 26; Total College students, 60; Elective students, 26; third year Preparatory students, 22; second ditto, 26; first ditto, 24; total Preparatory students, 72; students not in course, 51; students in Law Departments, 64. Grand total, 273.

Catalogue and Circular of the State Normal School, Farmington, Me., 1866. Summary of students: Senior Class, 16; Second Class, 11; Third Class, 36; Fourth Class, 11; Junior Class, 44. Total, 118. This Normal School went into operation August 24th, 1864; it is for both sexes, and pupils are received from any State in the Union.

Catalogue and Circulars of the Pennsylvania State Normal School for the Second District at Millersville, 1865-66. Summary: Ladies, 216; Gentlemen, 436; total, 652. In the Model schools: females, 50; males, 105; total, 155. Whole number of students, 807.

Catalogue and Circular of the Pennsylvania State Normal School, for the Fifth District at Mansfield, 1865-66. Summary: Senior Class, 16; Junior Class, 23; other classes, 266; students in music, 52; whole number in Normal School, 321; number in Model School, 66. Total, 387.

First Annual Catalogue of the State Normal School of Maryland, July, 1866. Summary: Ladies, 40; Gentlemen, 8. Total, 48. Graduates, 14.

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First District of Pennsylvania,
Philadelphia, January 11, 1865.

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Resolved, That Hillard's New Series of Readers be introduced to be used in the Public Schools of this District.

From the Minutes.

HENRY W. HALLIWELL, Secretary.

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